The background of the slide is a dark, textured surface, likely a chalkboard. A magnifying glass is positioned in the upper center, with its lens reflecting a bright light. Several white chalk circles are drawn on the board, some of which are partially visible around the edges of the central text box.

From information literacy to the learner journey:

using what academics really think to develop the teaching offer at the University of Worcester

Dr Sarah Pittaway | Library Services @ The Hive

s.pittaway@worc.ac.uk | @dr_sarah_p

We knew we had some fantastic pockets of integrated IL but it wasn't across the board



MENÜ

1st year - using
Library Search

2nd year - advanced
search techniques

Final yr - systematic
reviews and
referencing tools





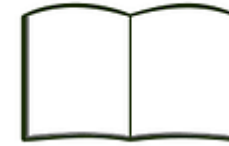
**The challenge – this menu
is focused on library skills**

**How can we address
curriculum/student needs?**



MENÜ

1st yr - using
Lib
2nd yr - advanced
search
3rd yr - systematic
reviews and
referencing tools



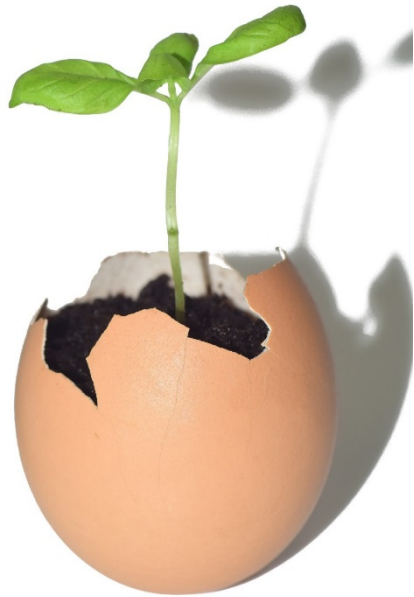
The learner journey:

The study, research and information skills that students bring to university with them and develop throughout the course of their degree programme


What expectations do staff have? How are these articulated amongst course teams and to students?



Our manageable little
project grew somewhat...



Drilling down into the data: what did staff tell us?



They agreed that students should be independent learners – but didn't agree on much else!

For example, this relates to final year undergraduates:

“I would expect a publishable standard of writing from the most able students”

But so does this!

“Some students still appear to not understand what the differences are between peer reviewed journals and magazines. Some still struggle to understand that what they think of as their original has to be referenced as someone has had that idea before them”

- Learner independence & staff frustration
- Assumptions & expectations
- Confidence
- Transition, progression & developing skills in the curriculum
- Demographics
- Practitioner vs researcher tension
- Employability
- Technology

Themes from research

**What have we done
with this data?**

Revisiting the menu

MENÜ

1st year – developing
student confidence

2nd year – making
the transition to
independence



It includes a quick navigation menu organised by level & student need

@Dr_Sarah_P

Level	Student need		
4	Developing confidence as an HE learner / supporting transition to HE	Preparing for the first assignment	Understanding feedback on the first assignment / developing resilience
5	Consolidate skills learnt at level 4 / increase learner independence & confidence	Catch up on skills not learnt at level 4	Preparing for independent study
6	Preparing for independent study	Develop confidence and familiarity for top-up students	
7	Familiarisation for those who studied elsewhere at L4-6	Understanding of expectations of level 7 study, particularly for international students, or those returning to study	Planning a L7 dissertation

3.2 Level 4

@Dr_Sarah_P

You said:

Students need to use the library 'proficiently'

Each level of study is linked to evidence from our research

Staff challenge the use of Wikipedia, discuss sources in class, and use Resource Lists to signpost quality material and scaffold learning

Students need hand-holding and confidence building. They need the resources to cope when a search doesn't work the first time. They need to embrace academic debate rather than 'find the right answer'

Level 4 students will primarily use textbooks for information

		
Student need	Suggested interventions	Delivery recommendations

How the menu is organised

E.g. making
the transition
to Higher
Education

Student need

E.g. subject
relevant tasks,
using basic
search tools &
evaluation of
types of source

**Suggested
interventions**

Including:
- timing (when &
how long)
- delivery examples
- beyond the
classroom

**Delivery
recommendations**

How the menu is organised

E.g. making
the transition
to Higher
Education

Student need

E.g. subject
relevant tasks,
using basic
search tools &
evaluation of
types of source

**Suggested
interventions**

Including:
- timing (when &
how long)
- delivery examples
- beyond the
classroom

Interventions

SO WHAT?

How the menu is organised

“Serving” the menu



Auditing what we do

Institute of Humanities/ Institute of the Arts				
Courses/subjects	Level			
	4	5	6	7*
CPWT Creative Writing	Meets many criteria in teaching policy	Meets some criteria in teaching policy	No teaching delivered	N/A
ELAN English Language	Meets some criteria in teaching policy	No teaching delivered	No teaching delivered	
ENGL English Literature	Meets some criteria in teaching policy	Meets some criteria in teaching policy	No teaching delivered	

**Developing a
learner journey
self-audit tool
for course
teams**





Thanks for listening!
Any questions?

s.pittaway@worc.ac.uk | @dr_sarah_p

Credits

From <https://www.flickr.com/>, under Creative Commons licence:

Slide 2, Jon Hibbins, CC BY-NC-ND 2.0

Slide 6, Alan Levine, CC BY 2.0

Slide 15, Julie Jablonski, CC BY-NC 2.0

Slide 17, EnKayTee, CC BY-NC-ND 2.0

All other images copyright cleared from <https://pixabay.com>